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MEMO

TO: LTC Robert J. Jachim
FROM: H. E. Puthoff, Ph.D.
SUBJECT: RV TRAINING, FY'83

DATE: 16 December 1982
LOCATION: G-219
CC: & I. Swann

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1. This memo is in response to your letter of 23 November 1982, as regards SRI International providing further RV training during FY'83 to INSCOM personnel.

2. Description of Training Procedure

a. Tasking

SRI International has been tasked during the FY'81-'83 period to work toward the development of RV enhancement procedures that accommodate DoD needs. Of particular interest are the development of procedures that can be transmitted to others in a structured fashion (i.e., "training" procedures), and that can be used in targeting on distant sites of military or intelligence significance.

b. Six-Stage RV Enhancement Procedure

At the beginning of the DIA/Army Joint Services Program (FY'81), SRI, in conjunction with its sponsors, made a decision to go forward with developing and codifying the most promising RV enhancement procedure that had emerged from earlier work, a six-stage training procedure developed by SRI consultant I. Swann. The procedure focuses on improving reliability of remote viewing by controlling those factors that tend to introduce noise into the RV product. The basic components of this procedure consists of (1) repeated target-address (e.g., coordinate) presentation, with quick-reaction response by the remote viewer to minimize developing imaginative overlays, (2) the use of a specially-designed, acoustic-tiled, featureless, homogeneously-colored viewing chamber, to minimize environmental overlays, and (3) the adoption of a strictly-prescribed, limited interviewer pattern to minimize interviewer overlay. A broad overview of the procedure, derived empirically on the basis of a decade of investigation into the RV process, is presented in Ref. 1.*

*Ref. 1: H. E. Puthoff, RV Reliability, Enhancement, and Evaluation (U), Final Report, SRI Project 3279-1, SRI International, Menlo Park, CA (February 1982), SECRET/NOFORN.

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At this stage of near-completion of the development, the RV training procedure proceeds through a series of six stages of proficiency hypothesized to correspond to six stages of increased contact with the target site. These are outlined in Table 1. In a given remote viewing session an experienced remote viewer tends to recapitulate the six stages in order.

Table 1

STAGES IN REMOTE VIEWING

(1) Major gestalt	Land surrounded by water, an island
(2) Sensory contact	Cold sensation, wind-swept feeling
(3) Dimension, motion, mobility	Rising up, panoramic view, island outline
(4) Qualitative aspects	Scientific research, live organisms
(5) Significant analytical aspects	BW preparation site
(6) Specific quantitative aspects	Name of island, personnel associated with site

c. Contents of Training Program (Stages I-IV)

The characteristics of the various stages can be presented in an educational form to a trainee of proper calibre through a method that includes tutelage and coaching. This system of orientation and training enables the trainee to identify, practice, take command of and utilize the signals in a meaningful and predictable manner. The course contents of Stage I-IV training are given below. The procedures outlined are carefully presented and overseen by the training monitor. Trainees are required to keep full notes, and numerous essays on each feature are requested from the trainees to ensure competency of understanding.

Contents of Stage One Training

- General orientation
- Major Stage One signals, lectures and practical exercises
- Major sources of noise, lectures
- Stage One signal identification, lectures and practical exercises.
- Specific components of Stage One signals, lectures
- Specific components of noise interference, lectures
- Types of major Stage One signals, lectures and practical exercises.
- Simultaneous handling of signals and noise, practical exercises.
- Objectification procedures, lectures and practical exercises
- Analysis of signals, lectures and practical exercises
- Anomalies encountered in signal identification
- Self-correcting mechanisms inherent in signal/analysis, lectures
- Methods of recording, preparing and presenting work materials, lectures and practical exercises.
- Culminating features of Stage One signals, leading to emergence of Stage Two signals, lectures.
- Final checking to ensure that competency has been gained concerning Stage One phenomena.

Contents of Stage Two Training

- General orientation
- Major Stage Two signals, lectures and practical exercises
- Separating Stage Two signals from Stage One signals
- Specific characteristics of Stage Two signals, lectures
- Types of major Stage Two signals, lectures and practical exercises
- Simultaneous handling of signals and noise, practical exercises
- Stage Two objectification procedures

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- Analysis of Stage Two signals, lectures and practical exercises
- Culminating characteristics of Stage Two signals, leading to acquisition of Stage Three types of signals.
- Final checking to ensure that competency has been gained concerning the ability to identify, decode and handle Stage Two phenomena.

Contents of Stage Three Training

- General orientation
- The three major Stage Three signal lines, leading into increased flexibility concerning discriminating site characteristics, lectures and practical exercises.
- Reduction of noise: general orientation, lectures and precise monitoring of signal lines, leading to flawless signal/noise identification.
- Why Stage Three competency indicates threshold operational status, lectures.
- Exhaustive practical exercises on all three types of Stage Three signals.

Contents of Stage Four Training

- General orientation
- Major Stage Four signals, appearing as a result of Stage Two and Stage Three competency, lectures and practical exercises.
- Specific identification of refined Stage Four signals, lectures and practical exercises.
- Why Stage Four signals are of operational importance, lectures and study.
- Objectification of Stage Four signals, lectures and practical exercises.
- Anomalies encountered in Stage Four signal identification, lectures.
- Self-correcting mechanisms as a result of competency gained in Stages One through Four.
- The operational poise and analysis techniques, lectures and practical exercises, utilizing operational sites as qualifying training sites.

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3. With regard to scheduling additional training, a recommended pace for advancing through Stages II and III consists of a six-week effort for each trainee, broken up into working sessions of two-weeks duration each, interspersed by two or three weeks leave. The cost breakdown based on the six-week scheduling is as follows:
- (a) \$18K for the first trainee, \$7K for the second, if training of two individuals carried out in parallel, i.e., at the same time.
 - (b) \$18K for the first trainee, \$12K for the second, if training of two individuals carried out in series, i.e., at separate times.
 - (c) Training of individuals on different stages each would preferably be handled in series in accordance with the provisions of (b) above.
4. The point at which completion of one stage has occurred and commencement of another is begun is determined on the basis of a complex of factors which constitutes an art and a craft, as much as the science which involves double-blind testing and evaluation. The transition is, however, driven by the natural dynamics of the process in such a way that higher-stage characteristics begin to emerge spontaneously once lower-stage characteristics are integrated into the trainee's RV process. Rather than permit haphazard development of such characteristics on their own, tutelage of such is initiated. Therefore, should a trainee complete Stages II and III before the end of the six-week time frame set aside, advancement to Stage IV would be undertaken. Similarly, if for some reason a trainee has exceptional difficulty integrating the characteristics of a given stage, care will be taken not to advance him prematurely, as the proficiency of handling the elements of any given stage depends on the thorough integration of the elements of previous stages. In this case, the cost breakdown based on an estimated six-week commitment would need to be augmented for stage completion as per (a) and (b) above.
5. We recommend that the above-described training of client personnel at SRI be closely monitored by COTR [] in residence at SRI, who is best equipped to track the interests of the client community and insure viability of the client-contractor relationship.
6. I hope the above outline provides the information you need to plan for your potential FY'83 participation in the SRI training program. If any of the points need clarification, or if special circumstances require other solutions, please contact either [] or me for further discussion.

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